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ABSTRACT

In an effort to develop a pool of qualified candidates for full-time faculty positions, with particular emphasis on increasing the number of ethnic minority faculty to reflect the adult population of California, Southwestern College (SC) developed the Future Faculty Development Program (FFDP). The purpose of the program is fourfold: (1) to provide a unique opportunity for current students and recent alumni of SC to develop those talents, skills, and qualifications necessary to prepare for a career in community college teaching or counseling; (2) to provide the opportunity for such individuals to become employed by the District in one of three differentiated staffing levels (i.e., Work Study/Federal Work Study, Internships, and Instructional Assistantships) under the mentorship of supervising faculty and staff; (3) to provide the means for a proactive institutional response to the affirmative action mandates of Assembly Bill 1725, and the near future prospect of massive faculty/staff retirements; and (4) to assist the college district in meeting the goal of reflecting the ethnic composition of the college's service territory by providing sufficient numbers of minority role models in staffing positions. Current levels of SC minority staff (up from 9.6% in 1971-72 to 24.3% in 1988-89) are still short of the minority student population of 61%. Compensation for the three staffing levels range from $4.25 to $11.10 per hour. A special faculty/staff committee and a Staff Development Coordinator are responsible for reviewing applications and hiring. A sample program application, and detailed lists of available positions and salaries is included. (GFW)

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FUTURE FACULTY DEVELOPMENT PROGRAM

APRIL 1990

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Southwestern College
Staff Development/Instructional Offices

April, 1989

FUTURE FACULTY DEVELOPMENT PROGRAM

Purpose

The Southwestern College Future Faculty Development Program (FFDP) offers a community college teaching career development opportunity for students who are currently enrolled at the College or who have matriculated to a 4-year transfer institution and are making satisfactory progress toward a baccalaureate or advanced degree.

The purpose of the program is four-fold: (1) provide a unique opportunity for current students and recent alumni of Southwestern College to develop those talents, skills and qualifications necessary to prepare for a career in community college teaching or counseling; (2) provide the opportunity for current students and recent alumni to become employed by the District in one of three differentiated staffing levels (District Work Study/Federal Work Study, Internships, and Instructional Assistantships) and work in an instructional, learning resource or student service environment, under the mentorship of supervising faculty and staff; (3) provide the means for a proactive institutional response to the dual challenges of AB1725 affirmative action mandates (30% ethnic minority hirings by 1992) and the near future prospect of massive faculty/staff retirements (49% of certificated staff will be eligible for retirement within 3-5 years); and (4) permit the District to "restructure" the College staff in preparation for the next two decades by providing sufficient numbers of minority role models to meet the District goal of reflecting the ethnic composition of our service territory.

Employment and satisfactory evaluation of performance while participating in this program in no way guarantees selection and appointment to a full-time certificated position at Southwestern College. However, participation in this program certainly enhances a candidate's competitive standing and opportunity to achieve the candidate's career goal.

Objectives

- To seek out and identify both current students and recent alumni, fully matriculated at 4-year institutions, who have indicated an interest in community college teaching or counseling;

- To assist those students identified and accepted as instructional, learning resource or student service

"paraprofessional" staff to enhance their talents, skills and qualifications so as to compete for and receive appointments to full-time teaching, learning resource or counseling positions at the College.

- To provide opportunities for students involved in this program to participate in a wide-range of instructional and/or student service activities, processes, programs and projects while making a significant contribution to the instructional or student service program(s) and their development at the College. Students who participate in this program will be better equipped to successfully compete in the future community college faculty/staff job market.

- To establish an effective action plan for meeting both the District's and State's stated affirmative action goals and/or mandates.

Program Rationale

The purposed of this program is to develop a pool of qualified candidates for full-time faculty positions at Southwestern College. The emphasis of the program is on expanding the pool of ethnic minority candidates. The rationale for designing such a program is firmly grounded in both local and state priorities.

First is the 1987-92 Southwestern College District Institutional Plan. In Section 5B, "Staffing" the fourth operational objective includes the following implementation strategies that relate directly to the proposed project:

4.2 Affirmative action issues will be addressed through the allocation of financial resources to attain affirmative action goals in reaching a balanced staff in terms of sex, age, ethnicity, proper job qualifications and an appropriate ratio of full-time and part-time faculty.

4.5 Job applicant pools for all positions will be reviewed to determine whether they represent all segments of the district's population. Recruitment procedures will target under-represented populations.

4.6 Outstanding students of the College will be encouraged to consider preparing themselves for community college teaching.

Second is the new community college reform bill, AB 1725, which sets stringent affirmative action goals for the state's community colleges. In Section 87107 a Faculty and Staff Diversity Fund is to be used "....for the purpose of enabling the California

Community Colleges as a system to address the goal that by the year 2005 the system's work force will reflect proportionately the adult popultion of the state." "....it is the intent of the Legislature that the board of governors take the steps which are necessary to reach the goal that by fiscal year 1992-93, 30 percent of all new hires in the California Community Colleges as a system will be ethnic minorities." In 3d of that same section, it states that funds may be used from this fund "....for incentives to hire members of underrepresented groups, for in-service training and for other related staff diversity programs."

Although Southwestern College has made major strides in increasing its hiring of minority certificated staff (includes faculty, counselors, and administrators) from 9.6% in 1971-72 to 24.3% in 1988-89, the percent still falls far short of the 61% minority student population. (Carvell, 1988) There is no question that Southwestern College will be having a major exodus of retiring faculty within three to four years given the current age composition of the staff.

65 + years	= 8
60 - 65	= 18
55 - 59	= 39
50 - 54	= 36
TOTAL:	101

Even discounting the state affirmative action mandates, hiring ethnic minorities to teach is a positive step towards improving student retention. Research shows tht minority students view a college with a faculty who are from ethnic backgrounds similar to their own as more hospitable, and their chances for success are enhanced. In the 1988-89 Ford Foundation Current Interest handbook, they list one of their funding interests as programs that address the severe shortage of minority faculty in schools, colleges, and universities because of the "disproportionately small number of Black, Hispanic, and Native American teachers and faculty thereby depriving minority students of scholarly role models and reducing educational diversity for all students." (Ford Foundation, 1988)

Two primary sources of teachers--graduate students and high school teachers are declining. New state tests such as California's CBEST are deterring many minority students from entering the teaching profession. Even though high school graduation rates increased between 1975-82, the number of Hispanics entering college declined 16 percent and Blacks declined 11 percent. The attrition rate for Hispancis at 4-year institutions was 68 percent, and they earned only 2.3 percent of the bachelor's degrees and 2.2 percent of the master's degrees in this time period. (Kortokrax-Clark, 1987)

A further indication of the statewide support for programs to increase the number of ethnic minority faculty members is the fact that the Intersegmental Coordinating Council, an organization of the California Education Round Table, is sponsoring a statwide forùm entitled "Increasing Faculty Diversity." In the letter sent to the CEO's it states, "It is important for the educational segments to work cooperatively to enlarge and diversify the recruitment pool rather than compete for a small number of candidates from underrepresented groups. The ICC Forum is designed to stimulate and facilitate intersegmental efforts to diversify the pools from which we recruit faculty for all levels."

It is the intent of this program to begin in cooperation with San Diego State University with Southwestern College students who have transferred there. Later it will be expanded to other universities and hopefully become a county-wide effort.

Differentiated Staffing Levels

Selection and appointment to differentiated staffing positions are made annually. Satisfactory evaluation of performance is required for renewal of employment. While continuation of service cannot be guaranteed, it is the intent of the program to retain participants receiving satisfactory evaluations and maintaining satisfactory progress in their academic program.

- District Work Study/Federal Work Study

  - sophmore + educational level
  - typically supervised by classified support staff
  - typical duties may include, but not be limited to: grader (objective tests only), lab techs; A-V techs (graphics); supply room orderlies; clerical; equipment maintenance and care; preparation of instructional materials for lab or demonstration; A-V equipment operators.

- Interns

  - substantial (i.e., junior/senior years) progress towards B.A. degree
  - may be supervised by either classified support staff or certificated staff
  - typical duties may include, but not be limited to: graders, tutors; lab assistants; proctors; compiling research data, reports and recordkeeping; PE/ Recreation assistants; lifeguards; athletic assistants and team managers; athletic trainer assistants; LRC/Library assistants (graphics, cataloging, etc.); recruiters; research/survey

workers; phone bank and registration assistants; student service assistants (counseling, admissions, financial aids, etc.)

o Instructional Assistants

- senior year (B.A.) or graduate level
- typically supervised by certificated staff
- typical duties may include, but not be limited to: classroom and laboratory instruction; tutorials; proctoring; test preparation and grading; grades records management; instructional design and materials production; supervision of student workers (DWS/FWS).

Selection Process

The Staff Development Coordinator shall be responsible for administration of the program and shall receive 20% reassigned time to manage program activities.

A faculty/staff committee, including the Staff Development Coordinator, shall review applications and make candidate recommendations to the cognizant area administrator for each position identified.

The committee shall review the candidates application, job description for the "paraprofessional" staff position, and letter(s) of recommendation from a knowledgeable faculty or staff person (SWC or transfer institution). The committee may interview candidates.

Compensation

The student will receive his/her hourly wage as established by the District for each position. (For example, current wages for DWS = $4.25 per hour; for Interns = $7.00 and $10.00 per hour; for Instructional Assistants = $9.13 - $11.10 per hour.)

Announcement

The Superintendent/President, through the Staff Development Coordinator, shall annually announce available positions that have been budgeted for the forthcoming academic year.

Application Procedure

A completed "Future Faculty Development Program/Differentiated Staffing" application and a letter of recommendation from a faculty or staff member knowledgeable of the candidate's educational record, attributes, etc. must be submitted to Southwestern College, Staff Development Office.

Proposed Optimal Differentiated Staffing Component

- Arts and Humanities [2 IA's] [3 IN's] [4 DWS's]
  --Art studios 1 IA - Photo 1 IN, 1 DWS
  --Journalism 1 DWS - Telemedia 1 IN
  --Music - Theatre 1 IN, 1 DWS
  Vocal)
  Instrum.) 1 IA
  Record'g) 1 DWS

- Business [4 IA's] [2 IN's]
  --Acctg.Lab 1 IA
  --CIS 1 IA }
  --CL 1 IA } + 1 IA (San Ysidro)
  --OAS 1 IN }
  --Small Bus.& Intntl.Trade Center 1 IN [1 DWS]

- Communication Arts [4 IA's] [1 IN]
  --Engl Comp Lab 1 IA, 1 DWS
  --ESL 1 IA
  --For.Lang.Lab 1 IN
  --Reading Labs 1 IA
  --Writing Center 1 IA

- Counseling/Student Services [5 IN's] [1 DWS]
  --Counseling 2 IN's }
  --DLC 1 DWS } + 1 IN
  --Fin.Aid 1 IN } (San Ysidro)
  --Student ACT 1 IN }

- Engineering & Appl.Sciences [1 IA] [7 IN's] [1 DWS]
  --Auto Labs 1 IN - Engr/CAD 2 IN
  --AMR 1 IN - Micro Repair 1 DWS
  --Arch Labs 1 IA
  --Aero (Simulators) 1 IN
  --Constr Tech 1 IN
  --Electr. 1 IN

- Health Sciences [1 IA] [2 DWS]
  --EMT/Paramedic 1 DWS
  --LVN/RN (Practice Lab) 1 IA
  --Surg Tech/ORN 1 DWS

- o Instructional Resources [4 IN's] [1 IA] [3 DWS]
  --A-V Maintenance 1 IN - Staff Dev. 1 IA
  --User Services' 1 IN
  --Graphics 2 IN
  --Microcomp.Labs 2 DWS
  --Library 1 DWS

- o Math/Sciences [3 IA's] [1 IN] [1 DWS]
  --Bio + Labs 1 IA
  --Chem + Labs 1 IA
  --Math Lab 1 IA
  --Geog/Phys/Anthro Labs 1 IN, 1 DWS

- o PE/Athletics [7 IN's] [1 DWS]
  --Dance 1 IN**
  --Intercoll.Athletics 1 IN, 1 DWS
  --Pool Guards 3 IN's
  --Trainer 2 IN's

- o Vocational & Community Education [2 IN's]
  --Contract Education 1 IN
  --Extension 1 IN

- o Other [1 IN]
  --Public Information/College Marketing Office 1 IN

TOTALS

IA's	=	17 x $3,520	=	$59,840
IN's	=	33 x $2,240	=	73,920
DWS	=	16 x $2,040	=	32,640
				$166,400

Glossary Key

IA = Instructional Assistant @ 10 hours per week x 32 weeks x $11.00/hour = $3,520

IN = Intern @ 10 hours per week x 32 weeks @ $7.00/hour = $2,240 [@ $10.00/hour = $3,200]*

DWS = District Work Study @ 15 hours per week x 32 weeks x $4.25/hour = $2,040

* Used under circumstances requiring special talents; e.g., computer programming skills, special research activities, etc.

FY 1989-90 FFDP BUDGET RECAP

District-Funded Positions

3 Instructional Assistants @ 10 hours/week x $11.00 per hour x 32 weeks = $10,560.00

1 Business - Acctg. Lab
1 Communication Arts - Engl.Comp Lab, Reading Labs
1 Health Sciences - Practice Lab

5 Interns @ 10 hours/week x $7.00 per hour x 32 weeks = $11,200.00

2 Arts & Humanities - Photo Lab, Telemedia Studio
1 Student Services - Counseling, Financial Aid
1 Engineering & Appl.Sciences - AMR Lab, Auto Labs, Aero Lab
1 PE/Athletics - Dance, Pool Guards(2), Trainer

2 DWS @ 15 hours per week x 32 weeks x $4.25 per hour=$4,080

2 Instructional Resources - AV Maintenance and Graphics Lab

TOTAL = $25,840.00

Project-Funded (FII or Other)

3 Instructional Assistants @ 10 hours/week x $11 per hour x 32 Weeks = $10,560

1 Arts and Humanities - Music
1 Communication Arts - Engl.Comp.Lab or Reading Labs
1 Math/Sciences - Math Lab

8 Interns @ 10 hours/week x $7 per hour x 32 weeks = $17,920

1 Student Services - Counseling or Financial Aid
2 Engineering & Applied Sciences - AMR, Auto or Aero Labs
2 Instructional Resources - AV Maintenance and Graphics
3 PE/Athletics - Dance (1), Pool Guards (2)

TOTAL = $28,480.00

Future (1990-?) Project Funded (FIPSE, Ford or other)

11 Instructional Assistants	=	$38,720
20 Interns	=	44,800
14 DWS	=	28,560
TOTAL:		$112,080 (= 67% of Total Projected)

SOUTHWESTERN COLLEGE FUTURE FACULTY DEVELOPMENT
PROGRAM/DIFFERENTIATED STAFFING

Application

I. Personal

Name_____

Address_____

_____

Telephone_____

Career Goals_____

_____

Ethnicity (Optional)_____

Staffing Level Desired/
or for Which Qualified:

[ ] District/Federal Work Study (Freshman/ Sophmore)

[ ] Intern (Junior/ Senior)

[ ] Instructional Ass't. (BA and/or Graduate School Status)

II. Academic

Major(s)_____ College(s)/Universities:

_____ _____

Minor(s)_____ _____

_____

Degrees Held/Units Completed_____

Academic Goal(s)/Degrees Pursued_____

Projected Degree Completion Date_____

Education-related Honors, Awards, Scholarships_____

_____

III. Employment History

	Position	Agency/Business	Dates	Salary	Reason for Leaving
1.					
2.					
3.					

IV. Civic and Community Organizations

Agency/Organization	Positions Held	Dates

V. Career Statement (include reasons for selecting the career, your assessment of your potential to succeed in your chosen field; e.g., strengths, special abilities, and ways in which this program will assist you to achieve your career objectives)

ERIC Clearinghouse for Junior Colleges

DEC 14 1990